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ABSTRACT

Data collected by the Corporation for Public Broadcasting indicate that more than 70 percent of all institutions of higher education make some use of television. Ten percent use it only for noninstructional purposes such as promotion, recruitment, or staff development; 61 percent use it for instruction; and 36 percent use it to supplement existing courses. Tracking the exact number of students enrolled in courses using television is complicated by problems of definition and unavailability of adequate data. However, studies indicate that in 1979, about one half million students were enrolled in more than 6,000 courses offered over television. Data on the use of radio are just beginning to be available. So far, figures collected indicate that 53 percent of all institutions of higher education used radio for instructional purposes in 1979. Those colleges and universities offered a total of almost 10,000 courses involving substantial use of radio and enrolled almost one half million students in those courses. A variety of factors which hinder the use of television and radio for instruction in higher education is identified for three levels: institution, faculty, and student. (Author/LLS)

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Higher Education Uses Of TV And Radio

by

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Technology And Education
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Higher Education Uses Of TV And Radio

For years, colleges and universities have used television and radio for instruction but until recently we had little systematic data on the nature or extent of those uses. Since 1978, the Corporation for Public Broadcasting has been working with the National Center for Education Statistics (NCES) and the national higher education associations to document the extent of use and to explore factors which were thought to affect use.

The information which I will discuss today is drawn from two studies conducted by the Corporation in conjunction with NCES and the following education associations: American Association of Community and Junior Colleges, American Association of State Colleges and Universities, Association of American Colleges, Association of American Universities, National Association of State Universities and Land Grant Colleges, National Institute of Independent Colleges and Universities. The information was gathered in two phases: the first, conducted in 1979, was a universe study of all 3,000 colleges and universities in the country but looked only at television and involved only one administrator at each institution; the second, conducted in 1980, included radio/audio as well as television and involved a sample of 120 institutions, 960 faculty members, and 1920 students. Together, these two studies provide a wealth of information about

current uses of television and radio as well as a wide variety of opinion about the factors that most affect those uses.

Institutional Level

More than 70 per cent of all institutions of higher education (IHEs) make some use of television: 10 per cent use it only for non-instructional purposes such as promotion/recruitment or staff development; 61 per cent use it for instruction, including 25 per cent which offer courses over television and 36 per cent which use it to supplement existing courses.

Looking only at the instructional uses, the greatest portion of the effort is spent for on-campus credit offerings (66 per cent), followed by off-campus credit offerings (17 per cent), then on-campus non-credit offerings (12 per cent), and finally off-campus non-credit offerings (5 per cent). So, while many contend that television is a way to reach students who cannot get to campus, we find that 78 per cent of the instructional television effort at colleges is devoted to on-campus uses of the medium.

Tracking the exact number of students enrolled in courses using television is complicated by problems of definition and unavailability of adequate data. However, from the data we have obtained, we are confident in estimating that in 1979, about 1/2 million students were enrolled in more than 6,000 courses offered over television. While some colleges and universities make extensive instructional use of television, the most common experience is for a college to offer one course per year over television and to enroll 20 students in that course.

Technology for delivering television programming seems to fall into four categories by the extent to which they are used: more than 90 per cent of the institutions reported using self-contained video tape units; approximately 75 per cent reported using public and commercial television stations; about 50 per cent reported cable and closed circuit systems; and 10 per cent reported using satellite distribution and Instructional Television Fixed Service (ITFS).

More than one in four IHEs (28 per cent) is a member of a formal consortium offering or producing televised courses. Another 17 per cent are members of informal consortia. The services most often provided by the formal consortia include: program previews (77 per cent), program exchanges (74 per cent), and group buys and/or acquisition of program rights (63 per cent). Three out of four members of formal consortia expressed satisfaction with the services provided by the consortia and 86 per cent planned to remain members of those consortia for at least the next three years.

The television equipment resources of colleges and universities vary greatly. 94 per cent of those that use television have TV cameras but only 58 per cent have control rooms or studio facilities. (This seems to indicate that mobile production is more prevalent than fixed studio equipment.) 74 per cent of TV users produce their own programs. About half have closed circuit or master antenna systems. Color and black-and-white TV sets are about equally available.

Institutional expenditures for television seem to be

increasing or level but not decreasing: funds for equipment and staff have increased over the past 3 years (in 55 per cent of the cases) or remained the same (30 per cent) and will continue to grow (45 per cent) or remain the same (35 per cent) over the next 3 years. Projected increases are greater for equipment than for staff.

These studies have identified the major barriers to the use of television for instruction at IHEs as the following:

o	Lack of institutional funds and support	70 %
o	Lack of faculty commitment	55
o	Cost and availability of courses	50
o	Lack of trained support personnel	45
o	Lack of record rights	40
o	Poor broadcast times	35
o	Insufficient advance notice	30

Data on the use of radio are just beginning to be available. Those data indicate that 53 per cent of all IHEs used radio/audio for instructional purposes in 1979. Those colleges and universities offered a total of almost 10,000 courses involving substantial use of radio/audio and enrolled almost 1/2 million students in those courses.

84 per cent of IHEs which used radio/audio for instruction had on-campus production facilities. 76 per cent used available facilities to produce original programming for instruction.

The barriers to the use of radio/audio for instruction are exactly the same as those for television--lack of institutional funds and support, lack of faculty commitment, cost and

availability of courses, lack of trained support personnel, lack of record rights, poor broadcast times and insufficient notice. These findings, as well as the use patterns, suggest that radio/audio's use is more like than unlike television's use.

Faculty Level

More than half of all faculty members reported using television for educational purposes either in 1979 (43 per cent) or prior to the 1978-79 academic year (22 per cent). Those who had used the medium for educational purposes averaged 6 years of use. Most reported having videotape playback units available (85 per cent), as well as TV cameras (84 per cent), TV receivers (73 per cent with color receivers and 71 per cent with black-and-white receivers), and control room and studio facilities (62 per cent). Most reported using videotape playback units (82 per cent) and TV receivers (58 per cent color and 48 per cent black-and-white).

The delivery systems most often used by faculty were: self-contained videotape playback units (73 per cent), public television stations (57 per cent), commercial television stations (37 per cent) and campus closed circuit systems (33 per cent).

Funds for the acquisition of television equipment are more likely to come from non-departmental accounts whereas funds for the acquisition of instructional programs is likely to come from departmental accounts.

85 per cent of faculty members who used television for educational purposes reported that production facilities were

available for their use. 56 per cent reported having participated in a production at their institutions.

29 per cent of those using television for educational purposes had had formal training for such use. 57 per cent reported that they had taken a college course in which television played a substantial role. When those faculty members used television in their own courses, the dominant production modes were lecture/monologue and demonstration techniques.

Even in courses where television was reported to have played a substantial role, only 12 per cent of the course hours were televised.

Faculty members reported the following factors as major hindrances to their use of television for instruction:

o	Lack of adequate departmental funds	56 %
o	Programs do not meet academic needs and/or standards	49
o	Cost of available courses	39
o	Poor broadcast times	35
o	Insufficient advance notice	34

It was the opinion of many faculty member respondents, the use of television for educational purposes is not readily accepted by the profession or the institution. They view their course framework as unadaptable to television, maintain that the use of television adds to their work, and feel that the institutional and professional reward structures do not recognize efforts spent in developing and using television course materials. Interestingly, faculty members see none of their

major barriers coming from the students.

More than one out of four faculty members (28 per cent) reported that they used or assigned radio/audio for educational purposes in 1979. 7 per cent of all faculty members reported that they used radio/audio in an average of 2 courses each, enrolling an average of 27 students in each course.

92 per cent of all faculty members reported that radio/audio production facilities were available to them.

The barriers to the use of radio/audio for instruction are exactly the same as those for television: lack of departmental funds, unsuitability of available courses, cost of available courses, poor broadcast times, and insufficient advance notice.

Student Level

Almost all students have used or expect to use television for educational purposes during their college careers. 47 per cent, or 5.5 million students used TV as part of their college programs in 1979; another 3.5 million had used TV prior to 1979 and 3.5 million expected to use it within the next three years.

Slightly more than one in four students (28 per cent) who used television in 1979 used college-owned equipment, especially videocassette playback units (88 per cent) and color TV sets (44 per cent) and black-and-white TV sets (39 per cent). Most of the use was in traditional college classrooms (70 per cent) as opposed to non-college housing (29 per cent).

Most students who used television in 1979 reported that such use was voluntary (63 per cent), did not constitute a substantial portion of the course (76 per cent), and that the courses which

used television cost the same as courses which did not (82 per cent).

The major barriers to the use of television for instruction as reported by the students were:

- o Poor broadcast times 33 %
- o Inadequate equipment 26
- o Insufficient advance notice 23
- o Inadequate courses 20

Students did not view the use of television in courses as too burdensome, depersonalizing, or an easy way to get credit. Neither did they see courses with television as being particularly more relevant and informative than other courses. In general, they viewed courses with television as worthwhile and appropriate for their areas of study.

More than one out of three students (35 per cent) reported that they had used radio/audio for some of their courses in 1979. 13 per cent of all students reported that radio/audio was used for a substantial portion of one or more of their courses.

The major barriers to the use of radio/audio reported by the student respondents were:

- o Lack of appropriate radio/audio courses 41 %
- o Inadequate courses available 20
- o Poor radio/audio reception 16
- o Poor broadcast times 15
- o Insufficient advance notice 14

In all other opinions about the suitability of radio/audio for college instruction, the student responses closely paralleled

their opinions on televisions's suitability.

These data and the limited analyses already performed on them begin to provide us with an appreciation for the roles of television and radio/audio in college and university instruction. Analyses will continue and the implications of these findings will be carefully examined over the next 12 months. For instance, we already know that differences exist in the ways in which different types of colleges use television for instruction. Further analyses might disclose some of the reasons for those differences. At least they should help to further describe the nature and magnitude of the differences.